

Making and marking progress

on the DCSF Languages Ladder

Foreword

Making and marking progress has been devised by Asset Languages and CILT on behalf of the DCSF to provide assessment support for primary languages. It will complement any scheme of work already used by the teacher and is suitable for use with any language.

Making and marking progress demonstrates how teaching activities, some of which have been adapted from the QCA Scheme of Work for Key Stage 2, link with the Languages Ladder and the outcomes and learning objectives of the Key Stage 2 Framework for Languages, helping teachers plan for progression. By using these or similar activities, teachers will be able to adopt a formative approach to assessment, building evidence of achievement over time and identifying areas for further practice.

The materials in this pack are mapped to grades 1 and 2 of the Languages Ladder and Years 3 and 4 of the Framework. Continuation materials will be published in 2011.

Teachers who use Asset Languages teacher assessment can select activities described here to replace tasks in their Teacher Assessment Packs at the appropriate grades of Breakthrough stage.

We hope you will find the materials helpful and would be pleased to receive feedback on your experience of using them in the classroom. A feedback form is available at

www.assetlanguages.org.uk/primaryprogress.aspx and can be returned to our email address **primaryprogress@ocr.org.uk**

Any enquiries can be made to the same address.



"There should be informal classroom assessment of every child's learning near the end of Key Stage 2 by reference to the Languages Ladder, so that the Key Stage 3 teacher is well informed about the pupil's learning standard and needs.

We recommend use of the ladder because it provides the teacher with assessment at the level appropriate to the child in each of the four strands of learning: speaking, listening, reading and writing, and because it is to a common national standard. Its purpose is different from the SATs, which in the past have been essentially a summative means of assessing a school's performance with all pupils taking the same test. The assessment we recommend is formative in purpose, fit for the individual child, not aggregated, and should not be the basis for any league tables."

Languages Review, DfES 2007, Dearing, King

What is the Languages Ladder?

The development of a national recognition scheme for languages – the Languages Ladder – is one of three overarching aims of the National Languages Strategy. The scheme is designed to endorse achievement in language skills at all levels of competence for all ages in a wide range of languages.

How does it support assessment?

There is a set of 'can do' statements for each skill – Listening, Speaking, Reading and Writing – at each of 17 grades. Although it may be used as an end-of-course assessment, the Ladder is designed to endorse the learner's achievement and to provide assessment when the learner is ready.

The can do statements can support formative assessment and assessment for learning. They can be used for self, peer and teacher assessment for progression in any language.

To achieve any grade, learners will demonstrate competence over a period of time and across a range of language. The teacher should identify and record learner achievement in order to plan for and build evidence of progress.

The can do statements for grades 1 to 3, Breakthrough stage of the Languages Ladder, are on page 7.

Why should teachers assess in Key Stage 2?

By adopting a formative approach to assessment, the teacher will build a detailed picture of the achievement of every child over time. This awareness will allow teachers to plan for progression by identifying the correct balance of challenge and support for groups of learners. Children who are aware of the progress they are making will gain in confidence and their motivation will increase. Information about their progress can be exchanged with partner secondary schools in order to ease transition.

How does the Languages Ladder relate to the Framework?

Grades 1 and 2 of the Languages Ladder map to the first two years of the Key Stage 2 Framework for Languages for the learning objectives of Oracy (Languages Ladder: Listening and Speaking) and Literacy (Languages Ladder: Reading and Writing). These activities are taken from Unit 5 of the QCA scheme of work showing links to the learning objectives and outcomes of the Framework.

What about the other Framework objectives?

Alongside Oracy and Literacy, children need to develop the skills and behaviours necessary to become successful learners of languages. These are described on page 9. Intercultural Understanding, while not providing specific assessment opportunities, is central to successful language teaching. The other learning objectives of the Framework – Knowledge about Language and Language Learning Strategies – will help the teacher create a dynamic languages learning environment, giving children an awareness of rules and patterns and helping them to understand how they learn. A scheme of work based on all five learning objectives of the Framework will allow children to contextualise their understanding and consolidate achievement, building a foundation for future progress.

How much progress should children be expected to make?

In Years 3 and 4, most children following a scheme of work based on the Key Stage 2 Framework will be working at grades 1 to 2 of the Languages Ladder. Each skill – Listening, Speaking, Reading and Writing – is described and assessed separately. Some children will be working at grade 1 in some skills and grade 2 in others.

How will I know when a child has achieved a grade?

As with all assessment in the primary school, teachers will provide a range of activities to allow children to demonstrate secure achievement at a given grade.

How does Making and marking progress fit with Asset Languages assessments?

Asset Languages offers optional external assessment at the end of Breakthrough stage in separate skills and in over twenty languages. In schools which favour an external assessment approach, the activities in Making and marking progress will provide support for teachers of any language to identify when children are ready to achieve well.

Asset Languages also publishes packs of materials for classroom-based teacher assessment. Teachers have always been free to replace tasks in Teacher Assessment Packs with tasks appropriate to their own scheme of work. The activities in Making and marking progress can be used as replacement tasks according to the relevant skill and grade of the Languages Ladder. Further information about Asset Languages can be found at **www.assetlanguages.org.uk**

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The Languages Ladder 'can do' statements

The Languages Ladder statements endorse language learning in all phases from primary through to adult.

They have been developed alongside the Key Stage 2 Framework for Languages and have been integrated into the revised National Curriculum levels. They reflect performance descriptors for GCSE/AS/A Levels and are mapped against the Common European Framework of Reference for Languages. See also the Junior European Languages Portfolio www.primarylanguages.org.uk/resources/assessment_and_recording/european_languages_portfolio.aspx

Within each stage the grades are progressive but may address different aspects of each skill. To complete a stage, learners should be able to show evidence of all three grades making up that stage.

Breakthrough Stage

Listening

- Grade 1** I can understand a few familiar spoken words and phrases.
- Grade 2** I can understand a range of familiar spoken phrases.
- Grade 3** I can understand the main points from a short spoken passage made up of familiar language.

On completing this stage you should be able to understand a basic range of everyday expressions relating to personal details and needs. You may need to listen several times to get the information you need, depending on how fast and clearly the speaker talks. You should have some understanding of a few simple grammatical structures and sentence patterns. You should be familiar with the sound system of the language. You should be aware of how to address people both formally and informally as appropriate.

Speaking

- Grade 1** I can say and repeat single words and short simple phrases.
- Grade 2** I can answer simple questions and give basic information.
- Grade 3** I can ask and answer simple questions and talk about my interests.

On completing this stage you should be able to use a basic range of everyday expressions relating to personal details and needs. Your pronunciation may not always be completely accurate but your meaning will be clear. You should be able to understand and use a few simple grammatical structures and sentence patterns. You should be familiar with the sound system of the language. You should be aware of how to address people both formally and informally as appropriate.

Reading

- Grade 1** I can recognise and read out a few familiar words and phrases.
- Grade 2** I can understand and read out familiar written phrases.
- Grade 3** I can understand the main points from a short written text in clear printed script.

On completing this stage you should be able to understand a basic range of everyday expressions relating to personal details and needs. You should have some understanding of a few simple grammatical structures and sentence patterns. You should be familiar with the writing system of the language. You should be aware of how to address people both formally and informally as appropriate.

Writing

- Grade 1** I can write or copy simple words or symbols correctly.
- Grade 2** I can write one or two short sentences to a model and fill in the words on a simple form.
- Grade 3** I can write a few short sentences with support, using expressions which I have already learnt.

On completing this stage you should be able to use a basic range of everyday expressions relating to personal details and needs. Your spelling may not always be completely accurate but your meaning will be clear. You should be able to understand and use a few simple grammatical structures and sentence patterns. You should be familiar with the writing system of the language. You should be aware of how to address people both formally and informally as appropriate.

How to use Making and marking progress

Making and marking progress on the DCSF Languages Ladder		
Assessment opportunity 3b		
Outcome (Year 3 page 18)*		
Oracy	Enjoy listening to and speaking in the language	
Learning objective (Year 3 page 19)*		
O3.1	Listen and respond to simple rhymes, stories and songs	
LLS	Use action and rhymes and play games to aid memorisation	
Teaching activity (example)		
Sing a song with actions		
Look for children who		
<ul style="list-style-type: none"> • show understanding through joining in with the actions • attempt to join in with the song, using key words or repeated phrases • may not have joined in with other oral work but who are more confident when they can try out the new language as part of a larger group 		
Links to the Languages Ladder		
Listening	Grade 1	I can understand a few familiar spoken words and phrases.
Children must show they understand how the actions relate to the words of the song.		
Speaking	Grade 1	I can say and repeat single words and short simple phrases.
Songs give children the opportunity to begin to memorise language.		
Notes		
<div></div>		
<small>* The page references for the outcomes and learning objectives are from the Key Stage 2 Framework for Languages</small>		

The assessment opportunities are to be used as and when children are ready.

Across four years, the assessment opportunities include all the outcomes and learning objectives from the Key Stage 2 Framework for Languages for oracy and literacy. Opportunities to develop language learning strategies and knowledge about language are also identified.

The learning objectives are listed on the At a glance pages.

The teaching activity suggested is one example of a way through which evidence for the given grade or grades could be shown. Teachers can replace or supplement the activity with alternatives from their own scheme of work.

Much of the assessment will be carried out through careful observation of the children in the classroom. The suggestions in this box will help teachers identify the responses which indicate progress.

This box gives the can do statements from the Languages Ladder for the grade(s) which link to this activity. Children will build evidence for achievement over time and over a range of activities and language. See the At a glance pages to show progression across the assessment opportunities.

Teachers can use the notes section to record information about the achievement of the class, group or individuals in this activity. Depending on the responses, alternative or follow-up activities can be considered and listed.

Making and marking progress

on the DCSF Languages Ladder

Learner characteristics from Year 3 to 4

In Years 3 and 4 children develop characteristics needed to become successful language learners. They begin by engaging with the new language and progress to exploring how the language works.

In Year 3 this is shown through

- curiosity about the new language
- interest in the country or countries where the language is spoken
- readiness to consider different social conventions
- enthusiasm for language learning
- careful listening, looking at the person who is speaking to them
- attempting to reproduce new sounds
- working happily in groups, pairs or independently
- awareness of sound/spelling links
- confidence, risk taking, not worrying about making mistakes
- willingness to join in with physical responses
- recognising links in the new language to something familiar
- willingness to experiment with writing

Year 3

In Year 4 this is shown through

- a growing awareness of the country or countries where the language is spoken
- a growing understanding of everyday life in those countries
- willingness to recap and ability to recall earlier work
- noticing patterns; noticing differences
- familiarity with key sounds
- working collaboratively
- linking listening and reading
- confidence, risk taking, not worrying about making mistakes
- identifying and employing strategies for memorising
- recognising links in new work to familiar sounds, words and phrases
- compiling their own word banks
- sorting and classifying words
- building sentences from a model
- starting to make the language work for themselves, e.g. by expressing simple opinions

Year 4

Making and marking progress

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in Year 3

- What does a Year 3 language learner look like?
- Using Making and marking progress
- Assessment opportunities

Pages 15 to 27 may be photocopied for classroom use.

A blank template can be found at
www.assetlanguages.org.uk/primaryprogress.aspx

Making and marking progress

in Year 3

What does a Year 3 language learner look like?

In Year 3, as children develop their language skills, they also develop the characteristics needed to become successful learners. Teachers are encouraged to consider what is happening in the classroom, looking for evidence of participation and engagement among the individual children they are teaching. This will be shown through:

- curiosity about the new language
- interest in the country or countries where the language is spoken
- readiness to consider different social conventions
- enthusiasm for language learning
- careful listening, looking at the person who is speaking to them
- attempting to reproduce new sounds
- working happily in groups, pairs or independently
- awareness of sound/spelling links
- confidence, risk taking, not worrying about making mistakes
- willingness to join in with physical responses
- recognising links in the new language to something familiar
- willingness to experiment with writing

Children who, by the end of Year 3, see themselves as language learners have laid the foundations for successful learning in Key Stage 2 and beyond.

Using Making and marking progress

Making and marking progress is not a scheme of work, although the teaching activities are based on typical languages lessons in Key Stage 2. The pages may be photocopied and used as working documents in the classroom. Teachers should read through the activities provided for Year 3 and consider when an activity, or a similar one from their own scheme of work, would serve as a useful progress check for their class as part of their teaching programme. This will not be at the same time for every child.

Activities suggested for Year 3 provide opportunities to show evidence of grade 1 of the Languages Ladder in all four skills. The notes overleaf suggest how Activity 3a, a game of classroom commands, might be used as a progress check for listening.

Assessment opportunity 3a

Playing a game is an enjoyable, motivating activity which can give teachers the opportunity to recognise the progress of individual children in the class. Group activities provide a non-threatening environment and a simple physical response is enough to show understanding.

The language suggested here gives children the opportunity to show evidence of achievement in listening at grade 1 of the Languages Ladder.

Teaching activity (example)

Play a game of classroom commands. Give each table group one word from the current unit of work, e.g. a colour, number or animal. Combine these words with simple classroom commands, e.g. *Stand up, rabbits!*

Planning the activity

- Children need to be in groups with room to move
- No additional resources are required
- The game can be played for just a few minutes

Setting up the assessment activity

- Re-visit the key nouns – Who can remember the word for some animals?
- Re-visit the commands – Who can show me what this means?
- Explain that the children will have to listen for the command and then the animal

As you start

- Are all the children ready?
- Are they quiet and attentive?
- Are they looking at you?

Observing the game

Sub-dividing the class into groups makes teacher observation easier and more accurate.

- Who is able to watch you and respond correctly without hesitation?
- Who is relying on the support of other children by watching what they do?

Before playing again

- Make a note of your observation of different children
- Identify some children for observation next time
- Discuss with the children ways in which they could get better at the game

Re-visiting the activity

- Vary the game by putting the children into different groups
- Challenge some children by adding more language from earlier lessons
- Note who is responding more promptly or listening more attentively as the activity is repeated.

Making and marking progress on the DCSF Languages Ladder

Assessment opportunity 3a

Outcome (Year 3 page 18)*

Oracy Listen and respond to familiar spoken words, phrases and sentences

Learning objective (Year 3 page 19)*

O3.4 Listen attentively and understand instructions, everyday classroom language and praise words

LLS Look at the face of the person speaking and listen attentively

Teaching activity (example) (see also page 14)

Play a game of classroom commands. Give each table group one word from the current unit of work, e.g. a colour, number or animal. Combine these words with simple classroom commands, e.g. *Stand up, rabbits!*

Look for children who

- show they understand the need to listen and respond to both the command and the name of their group

Links to the Languages Ladder

Listening **Grade 1** **I can understand a few familiar spoken words and phrases.**

This is an extension of an activity based on classroom commands, giving children the opportunity to show understanding of spoken phrases.

Notes

* The page references for the outcomes and learning objectives are from the Key Stage 2 Framework for Languages

Making and marking progress on the DCSF Languages Ladder

Assessment opportunity 3b

Outcome (Year 3 page 18)*

Oracy Enjoy listening to and speaking in the language

Learning objective (Year 3 page 19)*

O3.1 Listen and respond to simple rhymes, stories and songs

LLS Use action and rhymes and play games to aid memorisation

Teaching activity (example)

Sing a song with actions

Look for children who

- show understanding through joining in with the actions
- attempt to join in with the song, using key words or repeated phrases
- may not have joined in with other oral work but who are more confident when they can try out the new language as part of a larger group

Links to the Languages Ladder

Listening **Grade 1** **I can understand a few familiar spoken words and phrases.**

Children must show they understand how the actions relate to the words of the song.

Speaking **Grade 1** **I can say and repeat single words and short simple phrases.**

Songs give children the opportunity to begin to memorise language.

Notes

* The page references for the outcomes and learning objectives are from the Key Stage 2 Framework for Languages

Making and marking progress on the DCSF Languages Ladder

Assessment opportunity 3c

Outcome (Year 3 page 18)*

Oracy Use correct pronunciation in spoken work

Learning objective (Year 3 page 19)*

O3.2 Recognise and respond to sound patterns and words

KAL Imitate pronunciation of sounds

Teaching activity (example)

Draw children's attention to a phoneme that occurs frequently in the new language. Ask children what is different about the sound in English and the new language. Model the mouth shape and invite children to practise in pairs. On the board, write a selection of words containing the phoneme. Say them altogether as a whole class, focusing on accurate pronunciation. Children then practise in pairs and may volunteer to demonstrate to the rest of the class.

Look for children who

- watch carefully and effectively replicate the correct mouth shape for a particular sound
- demonstrate accurate pronunciation

Links to the Languages Ladder

Speaking **Grade 1** **I can say and repeat single words and short simple phrases.**

Children accurately reproduce and reuse some key sounds of the new language.

Notes

* The page references for the outcomes and learning objectives are from the Key Stage 2 Framework for Languages

Making and marking progress on the DCSF Languages Ladder

Assessment opportunity 3d

Outcome (Year 3 page 18)*

Oracy Communicate with others using simple words and phrases and short sentences

Learning objective (Year 3 page 19)*

O3.3 Perform simple communicative tasks using single words, phrases and short sentences

- recall, retain and use vocabulary

KAL Recognise conventions of politeness

Teaching activity (example)

Children work in pairs. One child asks the other for a particular toy from a group displayed on a table, e.g. *A cat, please*. The other child passes the correct item with an appropriate response, e.g. *Here you are*.

Look for children who

- participate confidently in the role play
- choose the correct item first time

Links to the Languages Ladder

Listening **Grade 1** **I can understand a few familiar spoken words and phrases.**

Children show they understand nouns within a phrase.

Speaking **Grade 1** **I can say and repeat single words and short simple phrases.**

The child making the request is adapting a short familiar phrase. The other child is saying a short phrase.

Notes

* The page references for the outcomes and learning objectives are from the Key Stage 2 Framework for Languages

Making and marking progress on the DCSF Languages Ladder

Assessment opportunity 3e

Outcome (Year 3 page 18)*

Literacy Recognise and understand some familiar words and phrases in written form

Learning objective (Year 3 page 19)*

L3.1 Recognise some familiar words in written form

KAL Notice the spelling of familiar words

Teaching activity (example)

Give children text cards for animals. Hold up a picture flashcard for an animal and they show you the word.

Look for children who

- answer correctly by considering the options rather than guessing

Links to the Languages Ladder

Reading **Grade 1** I can recognise and read out a few familiar words and phrases.

Children recognise individual words within a context.

Notes

* The page references for the outcomes and learning objectives are from the Key Stage 2 Framework for Languages

Making and marking progress on the DCSF Languages Ladder

Assessment opportunity 3f

Outcome (Year 3 page 18)*

Oracy Understand conventions such as taking turns to speak, valuing the contribution of others

Literacy Recognise and understand some familiar words and phrases in written form

Learning objective (Year 3 page 19)*

L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words

LLS Use the context of what they see/read to determine some of the meaning

Teaching activity (example)

Give pairs of children cut-up strips of paper with familiar written language, e.g. greetings, *Hello*, *How are you?* *What's your name?* and answers. Ask each pair to order the strips correctly to make a simple conversation between two children. Invite some pairs to read their conversations aloud.

Look for children who

- work collaboratively in their pair
- accurately read the phrases aloud during the activity, even if they do not volunteer to show their work to the class

Links to the Languages Ladder

Reading **Grade 1** **I can recognise and read out a few familiar words and phrases.**

Children recognise and read out a series of phrases within a context.

Notes

* The page references for the outcomes and learning objectives are from the Key Stage 2 Framework for Languages

Making and marking progress on the DCSF Languages Ladder

Assessment opportunity 3g

Outcome (Year 3 page 18)*

Literacy Write some familiar simple words using a model
Write some familiar words from memory

Learning objective (Year 3 page 19)*

L3.3 Experiment with the writing of simple words

KAL Notice the spelling of familiar words

Teaching activity (example)

Explain that children will be creating a party invitation. Using a writing frame on the interactive white board, model how to complete the invitation by copy-writing.

I'm 8!
Come to my party!
Name:
Date:

Look for children who

- copy-write accurately
- attempt to write from memory

Links to the Languages Ladder

Writing **Grade 1** **I can write or copy simple words or symbols correctly.**

When copy-writing, children accurately reproduce familiar words of the new language.

Notes

* The page references for the outcomes and learning objectives are from the Key Stage 2 Framework for Languages

Making and marking progress

on the DCSF Languages Ladder

Year 3 At a glance: Linking assessment opportunities to the Key Stage 2 Framework for Languages and the DCSF Languages Ladder

Assessment opportunity	Learning objectives (From the Key Stage 2 Framework for Languages: Year 3 Page 19)		Languages Ladder grade				Can do statements
			Listening	Speaking	Reading	Writing	
3a	O3.4	Listen attentively and understand instructions, everyday classroom language and praise words	1				Listening Grade 1: I can understand a few familiar spoken words and phrases. Speaking Grade 1: I can say and repeat single words and short simple phrases. Reading Grade 1: I can recognise and read out a few familiar words and phrases. Writing Grade 1: I can write or copy simple words or symbols correctly.
3b	O3.1	Listen and respond to simple rhymes, stories and songs	1	1			
3c	O3.2	Recognise and respond to sound patterns and words		1			
3d	O3.3	Perform simple communicative tasks using single words, phrases and short sentences	1	1			
3e	L3.1	Recognise some familiar words in written form			1		
3f	L3.2	Make links between some phonemes, rhymes and spellings, and read aloud familiar words			1		
3g	L3.3	Experiment with the writing of simple words				1	

Year 3 Example teaching activities: sources

Some of the example teaching activities have been taken or adapted from the QCA Scheme of Work for Key Stage 2. Teachers can use any alternative activities from their own schemes of work.

Activity	Learning objective	QCA Scheme of Work for Key Stage 2 source
3a	O3.4	Unit 5 Section 2
3b	O3.1	Unit 2 Section 1
3c	O3.2	Unit 3 Section 2
3d	O3.3	n/a
3e	L3.1	Unit 5 Section 3
3f	L3.2	Unit 1 Section 6
3g	L3.3	Unit 3 Section 4

Making and marking progress

on the DCSF Languages Ladder

in Year 4

- What does a Year 4 language learner look like?
- Using Making and marking progress
- Assessment opportunities

Pages 39 to 53 may be photocopied for classroom use.

A blank template can be found at
www.assetlanguages.org.uk/primaryprogress.aspx

Making and marking progress

in Year 4

What does a Year 4 language learner look like?

Children in Year 4 are starting to explore the new language and to look at how the language works. Teachers are encouraged to revise the familiar work from Year 3 and discuss with children similarities and links with the new work in order to develop Knowledge about Language.

Teachers should be looking for children in their class who are keen and curious to explore the language, shown through:

- a growing awareness of the country or countries where the language is spoken
- a growing understanding of everyday life in those countries
- willingness to recap and ability to recall earlier work
- noticing patterns; noticing differences
- familiarity with key sounds
- working collaboratively
- linking listening and reading
- confidence, risk taking, not worrying about making mistakes
- identifying and employing strategies for memorising
- recognising links in new work to familiar sounds, words and phrases
- compiling their own word banks
- sorting and classifying words
- building sentences from a model
- starting to make the language work for themselves, e.g. by expressing simple opinions

By the end of Year 4, children should have some understanding of how the language works and be ready to start using it creatively.

Using Making and marking progress

Making and marking progress is not a scheme of work, although the teaching activities are based on typical languages lessons in Key Stage 2. The pages may be photocopied and used as working documents in the classroom. Teachers should read through the activities provided for Year 4 and consider when an activity, or a similar one from their own scheme of work, would serve as a useful progress check for their class as part of their teaching programme. This will not be at the same time for every child.

Activities suggested for Year 4 build on the Year 3 activities, providing opportunities to show evidence of grades 1 and 2 of the Languages Ladder in all four skills. The notes below suggest how Activity 4d, pair work using a role-play grid, might be used as a progress check for listening and speaking.



Assessment opportunity 4d

Role-play grids are a useful way of stimulating communicative language in pairs. Each child has a different set of information and keeps their sheet secret from their partner. This offers the opportunity for genuine dialogue. This type of activity is sometimes called an information gap.



Teaching activity (example)

Children work in pairs using role-play grids. The aim of the activity is to complete the blank squares by asking questions to find the information missing from each grid. Child A asks a question, e.g. *What do you do on Mondays?* Child B finds the information on their card and answers with a sentence, e.g. *On Mondays I play football.* Child A then draws a sketch in the correct box to show understanding. Children take it in turns to ask the questions. At the end of the activity, children compare their completed grids.

Card A

<i>M</i>	<i>Tu</i>	<i>W</i>	<i>Th</i>
			

Card B

<i>M</i>	<i>Tu</i>	<i>W</i>	<i>Th</i>
			

Planning the activity

- Children need to be in pairs, each consisting of a child A and a child B
- Each child should be given card A or card B and should not see their partner's card
- Each child needs a pencil to draw their answer

Setting up the assessment activity

- Re-visit the days of the week with sports and hobbies
- Practise the question and answer structures
- Work through a sample activity on the board, preferably with a second adult

As you start

- Do all the children have a card and a pencil?
- Do they understand the need to take turns to complete their cards?
- Are they able to avoid their partner seeing their card?

Observing the game

Selecting a small number of pairs makes teacher observation easier and more accurate.

- Children who are communicating through questions and answers in full sentences are showing evidence of grade 2 in listening and speaking
- Children who are communicating through single words and simple phrases are showing evidence of grade 1 in listening and speaking

Before playing again

- Make a note of your observation of different children
- Identify some children for observation next time
- Discuss with the children ways in which they could improve

Re-visiting the activity

- Vary the game by putting the children into different pairs
- Note who is starting to extend their questions and answers
- Make new cards, including language from earlier lessons

Other pair work activities with role-play cards

The activity described above requires children to discover unknown information and complete a grid. An alternative activity requires children to find someone in the class who has a card with exactly the same information as on their own card, e.g. the same name, age and city. For an example, see the CILT Primary Languages website:

www.primarylanguages.org.uk/training_zone/teachers/progression/extending_language/find_your_partner.aspx

Making and marking progress on the DCSF Languages Ladder

Assessment opportunity 4a

Outcome (Year 4 page 32)*

Oracy Listen to and identify words and short phrases

Learning objective (Year 4 page 33)*

O4.2 Listen for specific words and phrases

KAL Identify specific sounds, phonemes and words

Teaching activity (example)

Play “What’s the time Mr Wolf?” The teacher stands at one end of the room and the children stand at the other end. The children chorus “*What’s the time Mr Wolf?*” and the teacher calls out a time. Children take the appropriate number of steps forward according to the time called out, e.g. three steps for 3 o’clock. If the teacher calls “*Yum, yum*” the children must run back to the start. The first child to reach the teacher or the last child to get back to the start becomes “Mr Wolf” in the next round.

Look for children who

- respond quickly and correctly without relying on the response of others

Links to the Languages Ladder

Listening **Grade 1** **I can understand a few familiar spoken words and phrases.**

A simple game gives children the opportunity to show understanding of spoken phrases.

Speaking **Grade 1** **I can say and repeat single words and short simple phrases.**

A child leading a simple game can say short phrases clearly and audibly.

Notes

* The page references for the outcomes and learning objectives are from the Key Stage 2 Framework for Languages

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Assessment opportunity 4b

Outcome (Year 4 page 32)*

Oracy Memorise and present a short text

Learning objective (Year 4 page 33)*

O4.1 Memorise and present a short spoken text
• learn finger rhymes, poems or a non-fiction text

O4.3 Listen for sounds, rhyme and rhythm

LLS Plan and prepare for a language activity

Teaching activity (example)

Participate in a performance of a rhyme, poem or short text clearly and audibly for an audience.

Look for children who

- can memorise and present a few simple sentences with good pronunciation
- speak with confidence in a small group

Links to the Languages Ladder

Speaking **Grade 1** **I can say and repeat single words and short simple phrases.**

Performances give children opportunities to reproduce memorised language clearly and audibly.

Notes

* The page references for the outcomes and learning objectives are from the Key Stage 2 Framework for Languages

Making and marking progress on the DCSF Languages Ladder

Assessment opportunity 4c

Outcome (Year 4 page 32)*

Oracy Memorise and present a short text

Learning objective (Year 4 page 33)*

O4.1 Memorise and present a short spoken text
• learn and say several sentences on a topic

LLS Practise new language with a friend

Teaching activity (example)

Using number and word cards for days and months, and symbol cards for weather and clothes, children work in pairs or groups to plan and present a short weather report containing day, date, month, weather and clothing to wear. Each group will produce a report appropriate to their level of confidence. Children who are not confident in speaking can participate by saying single words or saying words in chorus.

Look for children who

- are able to recall longer texts
- maintain accurate pronunciation in a series of phrases and sentences
- speak confidently alone or in a group

Links to the Languages Ladder

Speaking **Grade 2** **I can answer simple questions and give basic information.**

Children give basic factual information.

Notes

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Making and marking progress on the DCSF Languages Ladder

Assessment opportunity 4d

Outcome (Year 4 page 32)*

Oracy Communicate by asking and answering a wider range of questions

Learning objective (Year 4 page 33)*

- O4.4** Ask and answer questions on several topics
- practise asking and answering questions with a partner

KAL Use question forms

Teaching activity (example) (see also pages 36-37)

Children work in pairs using role-play grids. The aim of the activity is to complete the blank squares by asking questions to find the information missing from each grid. Child A asks a question, e.g. *What do you do on Mondays?* Child B finds the information on their card and answers with a sentence, e.g. *On Mondays I play football.* Child A then draws a sketch in the correct box to show understanding. Children take it in turns to ask the questions. At the end of the activity, children compare their completed grids.

Look for children who

- use correct intonation when asking questions
- listen carefully to their partner
- answer in a full sentence

Links to the Languages Ladder

Listening **Grade 2** **I can understand a range of familiar spoken phrases.**

Children's answers show they understand questions asked from a range of possibilities.

Speaking **Grade 2** **I can answer simple questions and give basic information.**

Children respond to questions with answers according to the information on the card.

Notes

* The page references for the outcomes and learning objectives are from the Key Stage 2 Framework for Languages

**Making and marking progress
on the DCSF Languages Ladder**

Assessment opportunity 4e

Outcome (Year 4 page 32)*

Literacy Read a wider range of words, phrases and sentences aloud

Learning objective (Year 4 page 33)*

L4.3 Read some familiar words and phrases aloud and pronounce them accurately

LLS Use context and previous knowledge to determine pronunciation

Teaching activity (example)

Play “Pass the Word Parcel”. Put cards showing familiar words and short phrases from recent work into a bag. Play some authentic music as children, sitting in a circle, pass the bag around. When the music stops, the child holding the bag takes out one card and reads it aloud.

Look for children who

- read aloud with confidence, making a good attempt at pronunciation

Links to the Languages Ladder

Reading **Grade 1** **I can recognise and read out a few familiar words and phrases.**

See also 4f. For grade 1, words and phrases will be from a small range of recently used language.

Notes

* The page references for the outcomes and learning objectives are from the Key Stage 2 Framework for Languages

Making and marking progress on the DCSF Languages Ladder

Assessment opportunity 4f

Outcome (Year 4 page 32)*

Literacy Read and understand familiar written phrases

Learning objective (Year 4 page 33)*

L4.1 Read and understand a range of familiar written phrases

LLS Use context and previous knowledge to determine meaning and pronunciation

Teaching activity (example)

Play a more challenging version of “Pass the Word Parcel”. Put cards showing familiar phrases from a range of lessons into a bag. Play some authentic music as children, sitting in a circle, pass the bag around. When the music stops, the child holding the bag takes out one card, reads it aloud and performs an action to show understanding.

Look for children who

- read aloud with confidence, making a good attempt at pronunciation
- demonstrate full understanding of the phrase or sentence

Links to the Languages Ladder

Reading **Grade 2** **I can understand and read out familiar written phrases.**

See also 4e. For grade 2, the child reads aloud and shows understanding of a range of written language.

Notes

* The page references for the outcomes and learning objectives are from the Key Stage 2 Framework for Languages

Making and marking progress on the DCSF Languages Ladder

Assessment opportunity 4g

Outcome (Year 4 page 32)*

Literacy Follow a short text while listening and reading, saying some of the text

Learning objective (Year 4 page 33)*

L4.2 Follow a short familiar text, listening and reading at the same time

KAL Recognise how sounds are represented in written form

Teaching activity (example)

Distribute phrases or sentences from a familiar story, cut into strips. Re-read the story and, when children hear their phrase or sentence, they wave it in the air. (Teachers may wish to consider devising a way of identifying whether children are holding up the correct one, e.g. colour coding the strips.)

Look for children who

- read the strips and try to identify the phrases before the activity starts
- listen carefully and select the correct strip at the right time

Links to the Languages Ladder

Listening **Grade 2** **I can understand a range of familiar spoken phrases.**

Reading **Grade 2** **I can understand and read out familiar written phrases.**

Children understand both spoken and written phrases made up of familiar language from a wider context.

Notes

* The page references for the outcomes and learning objectives are from the Key Stage 2 Framework for Languages

Making and marking progress on the DCSF Languages Ladder

Assessment opportunity 4h

Outcome (Year 4 page 32)*

Literacy Write some familiar words and phrases without help

Learning objective (Year 4 page 33)*

L4.4 Write simple words and phrases using a model and some words from memory

LLS Use mental associations to help remember words

Teaching activity (example)

Explain to the children that they will be sharing what they have learnt in a series of lessons. This will be in the form of posters to be displayed around the school. Children work in groups to design a poster, using the language that they have learnt so far.

Look for children who

- can write familiar words correctly from memory
- can write familiar phrases correctly from memory

Links to the Languages Ladder

Writing **Grade 1** I can write or copy simple words or symbols correctly.

Writing **Grade 2** I can write one or two short sentences to a model and fill in the words on a simple form.

Evidence of grade 1 or 2 will depend on the range and accuracy of language produced.

Notes

* The page references for the outcomes and learning objectives are from the Key Stage 2 Framework for Languages

Making and marking progress

on the DCSF Languages Ladder

Year 4 At a glance: Linking assessment opportunities to the Key Stage 2 Framework for Languages and the DCSF Languages Ladder

Assessment opportunity	Learning objectives (From the Key Stage 2 Framework for Languages: Year 4 Page 33)		Languages Ladder grade(s)				Can do statements
			Listening	Speaking	Reading	Writing	
4a	O4.2	Listen for specific words and phrases	1	1			Listening Grade 1: I can understand a few familiar spoken words and phrases. Grade 2: I can understand a range of familiar spoken phrases. Speaking Grade 1: I can say and repeat single words and short simple phrases. Grade 2: I can answer simple questions and give basic information. Reading Grade 1: I can recognise and read out a few familiar words and phrases. Grade 2: I can understand and read out familiar written phrases. Writing Grade 1: I can write or copy simple words or symbols correctly. Grade 2: I can write one or two short sentences to a model and fill in the words on a simple form.
4b	O4.1	Memorise and present a short spoken text • learn finger rhymes, poems or a non-fiction text		1			
	O4.3	Listen for sounds, rhyme and rhythm					
4c	O4.1	Memorise and present a short spoken text • learn and say several sentences on a topic		2			
4d	O4.4	Ask and answer questions on several topics • practise asking and answering questions with a partner	2	2			
4e	L4.3	Read some familiar words and phrases aloud and pronounce them accurately			1		
4f	L4.1	Read and understand a range of familiar written phrases			2		
4g	L4.2	Follow a short familiar text, listening and reading at the same time	2		2		
4h	L4.4	Write simple words and phrases using a model and some words from memory				1, 2	

Year 4 Example teaching activities: sources

Some of the example teaching activities have been taken or adapted from the QCA Scheme of Work for Key Stage 2. Teachers can use any alternative activities from their own schemes of work.

Activity	Learning objective	QCA Scheme of Work for Key Stage 2 source
4a	O4.2	Unit 11 Section 3
4b	O4.1, O4.3	n/a
4c	O4.1	Unit 12 Section 6
4d	O4.4	Unit 10 Section 5
4e	L4.3	Unit 8 Section 2
4f	L4.1	Unit 8 Section 2
4g	L4.2	n/a
4h	L4.4	Unit 10 Section 6